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ІМЕНІ ВАСИЛЯ СТЕФАНІКА

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У віснику вміщено науковий доробок відомих українських і зарубіжних учених в напрямі актуалізації народнопедагогічної скарбниці з проблем формування здорового способу життя дітей та молоді у сучасних навчальних закладах, а також наведено результати аналізу ретроспективи порушених проблем в руслі глобалізації освіти і підготовки молоді до активної життєдіяльності.

Представлені результати наукових досліджень різних напрямів педагогічної науки можуть бути використані науковцями, аспірантами, педагогами і студентами. Вісник розраховано й на всіх тих, для кого означені проблеми становлять науковий інтерес.

*The given newsletter contains scientific works by well-known Ukrainian and foreign scholars towards actualization of folkpedagogical heritage outlining the problems of formation of a healthy way of life of children and the youth in modern educational establishments and shows the results of retrospective analysis of given problems towards globalizations of education and preparation of the youth to active life.*

*The results of scientific researches of different tendencies of Pedagogical science can be used by research workers, graduate students, teachers and students. This bulletin is also intended for everyone, who is interested in the noted problems.*

Розвиток технологій сучасного виробництва, активне впровадження інформаційних технологій в усі сфери життя висувають нові вимоги до професійної компетентності сучасної людини. Недостатня компетентність у цій сфері обумовлює процес маргіналізації фахівців, виникнення групи ризику серед зайнятого населення.

Неготовність людини успішно вирішити першочергові проблеми занурює її в кризову ситуацію, вийти з якої самотійно майже неможливо. Наслідками стають втрата роботи, безробіття, професійна декваліфікація, зниження життєвого рівня; морально-психологічний дискомфорт, невпевненість у власних силах, втрата життєвих перспектив, психологічний стрес. У таких випадках освіта дорослих виступає фактором соціального захисту. Її доступність для широких мас трудящих, орієнтація на розвиток компетентності, професійно значущих особистісних якостей, конкурентоспроможності на сучасному ринку праці, підвищення кваліфікації або на забезпечення перекваліфікації можуть виступати в якості надійного механізму виходу з кризової ситуації.

Забезпечення гарантованого доступу до професійної освіти (перекваліфікації) будь-якого рівня – це один з дієвих форм захисту права людини на гідний рівень життя.

Однак доросла людина, яка перебуває в кризовій ситуації зазвичай не має матеріальної можливості оплачувати якісні освітні послуги. Коло замикається. Без соціальної підтримки значна частина населення не здатна скористатися необхідними освітніми послугами, а значить, вирішити багато важливих життєвих проблем.

Тому для певних соціальних груп населення, які потребують соціальної підтримки (інваліди, безробітні, звільнені в запас військовослужбовці, мігранти та ін) розробляються особливі моделі освіти, які передбачають реалізацію як освітніх, так і специфічних функцій, а саме адаптації, ресоціалізації, підтримки. В даний час продовжуються пошуки ефективних і оптимальних організаційно-змістовних засад і механізмів освіти дорослих, здатних реалізувати соціальну політику захисту прав людини, забезпечення гідного рівня життя, сприяння адаптації населення до нових соціально-економічних умов та ін.

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*The article examines the social significance of adult education its potential as a social work practice, fleshed out the main areas of implementation of the social functions of adult education.*

**Key words:** continuous education, adult education, andragohika, adaptation, informational, developmental, compensatory, integration, resotsializuyucha functions of adult education, literacy, competence.

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*Anikó Beregszászi*

## **AN ADDITIVE APPROACH OF THE TRANSCARPATHIAN HUNGARIAN MOTHER-TONGUE EDUCATION: POSSIBILITIES OFFERED BY THE NEW CURRICULUM**

У 2005 р. була затверджена нова програма з угорської (рідної) мови для шкіл з угорською мовою навчання України. Нова програма включає в себе нові підходи до вивчення рідної мови, запроваджує нові теми, змістовні модулі, як, наприклад, мовні контакти, мовні права, регіональні особливості варіантів угорської мови на Закарпатті, тощо. У статті розглядається, як використовує нова програма теоретичні та практичні інновації соціолінгвістики.

**Ключові слова:** освіта рідною мовою, угорськомовна освіта, Закарпаття, вивчення рідної мови, адитивний підхід.

In 1910 in one of his article published in the journal „Nyugat” (West) Mihály Babits suggested that during education we should teach children to think and to speak. Today, in the beginning of the 21st century we cannot set more useful or more reasonable aims before our mother-tongue education. Unfortunately, the changed socio-political circumstances after the Second World War and the homogeneous nature of the socialism reached all the sphere of the mother-tongue education in and outside Hungary. The old habits and unsuccessful methods still have negative effects on the mother-tongue education in the Transcarpathian Hungarian schools [1: 79–97 p.]. That is why it is high time to change the existing approach in mother-tongue education. The necessary changes could only be realised through well thought-out strategic decisions of educational policy.

Language planning in educational context and different educational strategies play an expressly important role in the language maintenance of a minority community. Further on it has a crucial effect on the growing up generations and on their decisions whether they will assimilate and loose their language or they will maintain their national values and transmit it to their children.

Education is one of the effective means of achieving goals of language planning, because educational establishments organize their activity (through the hidden curriculum) according to social, economical and/or political aims. However in order to achieve these aims improving language competences is also required [13].

One of the most important tasks of mother-tongue education is to make pupils able to handle and to solve all the linguistic problems that they can meet in the classroom or outside the school. It is a common knowledge that the Hungarian society is sensitive concerning linguistic questions: there are several linguistic features, which goes together with negative stereotypes. Among these we can find dialectal elements and other nonstandard features, like contactversions [for a more detailed explanation see 8; 9; 10].

For decades (and still now) in the minority schools of Hungarians in Transcarpathia practically grammar was/is the only stressed topic and pupils' mother tongue were/are taught to in a subtractive approach. The essence of this approach is that everything is measured by the norms of the standard version of the Hungarian language. Things which do not match with the standard have been stigmatized [for example 1; 2; 3; 5; 6; 7].

Thus the reform of the approach in mother-tongue education is absolutely necessary.

The school mother-tongue education could leave its ancient habits, views and methods with low (or rather negative) efficiency which are untenable from both a linguistic point of view or even from the perspective of linguistic human rights [4], if teacher training and continuing trainings will transmit professionally (linguistically supported) and didactically founded views and methods to future teachers. Further on it is also required that the leaders of education should provide for schools such curriculum, textbooks and study aids, which do not support the spread of linguicism, but offer knowledge and useful information for the pupils.

The aims of the Transcarpathian Hungarian mother-tongue education should be:

- to teach pupils' mother tongue in an additive way;
- besides teaching the standard version and its sphere of applicability, stress should lay upon the sphere of the local dialectal characteristics;
- to make pupils aware of the existing linguistic diversity in a functional view, applying contrastive methods.

Achieving these aims is in progress. Teacher training of students with Hungarian major in the Transcarpathian Hungarian College named after Ferenc Rákóczi II (THC), linguistic researches and the utilization of its results by the Institute named after Hodinka Antal, specialized trainings and conferences organized by the THC and by the Organization of Transcarpathian Hungarian Teachers (OTHT) are all the parts of realizing the above-mentioned goals [3; 7].

Nevertheless the most important part of changing the existing subtractive approach in education is the new curriculum of Hungarian language (published in 2005), which can be seen as the first attempt of introducing the additive view of mother-tongue education into the everyday practice of teaching.

With a few words lets sketch the antecedents. In Ukraine in the academic year 2005/2006 with accordance of the European norms the change-over of the secondary education system had started. It means that the duration of the secondary education has been extended from 11 years to 12. Naturally the restructure and remade of the existing curricula and textbooks goes together with the process. The application (announced by the Ministry of Education and Science of Ukraine) for making the new curriculum of mother tongue and integrated (national and world) literature for more than 100 schools with Hungarian as

a language of instruction was won by the THC and the OTHT. In cooperation of the two institutes the curriculum was made by a group of graduated linguists, literary men and practising secondary school teachers. The Ministry has adopted and approved the handled curricula as official [15; 16], however the realization of it was upset by the Ukrainian education policy, because in the academic year of 2009/2010 the state introduced (again) the 11 years secondary education. That is why the last two years (for grades of 11 and 12) of the curriculum have to be contracted in one year.

If we examine the concept and the content of the new curriculum from a linguistic point of view, we can say that with the help of it the mother-tongue education in the Transcarpathian Hungarian schools now based on the principles of modern linguistics and language pedagogy. Despite of the earlier curriculum the main task of the new one is not teaching grammar, but that school-leavers could be able to find the appropriate linguistic variant and grammatical forms in all kind of situations. Namely it is the communicative competence: the usage of language due to the situation. In other words: the knowledge of use the language properly. Anyway this kind of attitude is absolutely new in accordance with the earlier grammar-centered curricula. Nevertheless it does not mean that the authors did not pay enough attention for the teaching of the grammatical system. Changing the view means that grammar should not be taught automatically, but in order to make pupils be able to select easily, confidently, and consciously between the elements of the available languages (and variants), when they should communicate (in writing or orally) in a concrete life situation.

According to the new curriculum the change in attitudes towards the different varieties of the Hungarian language and towards the linguistic diversity is a new phenomena based on the philosophy of the international and Hungarian linguistics. In this curriculum we can not find encouragement of teachers for blot out the dialectical features or the contactversions of the pupils' language use.

It is the first time that the following topics appear in the curriculum: Language and linguistic variants; The changeability of language and its relative steadiness; One people – more than one linguistic variants; The virtual equality of linguistic variants and their actual inequality; Linguicism and linguistic tolerance; Characteristics of the local variant of the Hungarian language (dialectal features, the effects of linguistic contacts: borrowing, code-switching, pragmatical features); Differences in comparison with other variants of the Hungarian language. Situational language use.

According to the structure of the curriculum teaching grammatical material is carried out in the 5-9 grades, while teaching stylistics, rhetoric, and linguistic variety in the 10-11 grades more attention could be laid on the acquiring, developing and practicing of useful knowledge and skills concerning linguistics and language use.

In short: the curriculum applies and offers for teachers an additive view, which founded on modern linguistic and language pedagogical knowledge and supported by the linguistic human rights.

But on the other hand taking advantages of the opportunities given by the curriculum is already not the task of linguists. A lot depends on the attitudes, linguistic and language pedagogical knowledge of the practicing teachers. The main challenge of teacher training and continuing trainings is to provide these special circumstances. The following axioms concerning the methodology of teaching make possible and may help the practical application of the additive approach:

Every linguistic variant has its own role and place in our life. Education has the responsibility to teach this and make pupils aware of it.

It is not correct, if teachers endeavour to destroy (low prestige) linguistic variants or make pupils to forget them.

The task of the school is to continue the development of communicative skills, and to form the skill of using the appropriate form of language according to the situation.

Mother-tongue education should not have the aim of destroying pupils' first language. It should teach the standard version besides their linguistic variant, and not instead of it.

Developing verbal communication means that, we teach how to solve verbally (as well) everyday communicational roles according to our aims.

All of this has a direct consequence: every linguistic variants, styles and linguistic elements has its own sphere of applicability, we should only know what, where and when is correct, proper and suitable.

School mother-tongue education should focuses on the formation of the above mentioned skills. In Transcarpathia teaching Hungarian language should has the aim of making school-leavers' language use automatically fit to the speech situation. Linguists of other minority communities agree with that goal [11; 12]. Linguistic stigmatization is more dangerous in minority context then in a monolingual environ-



ment: Hungarians outside Hungary could suffer from discrimination as a citizen and by using their own mother tongue as well [1; 8: 154 p.].

Opportunities given by the new curriculum published in 2005 can help to carry out the above mentioned tasks. It is not applying the subtractive model anymore, but offers the additive approach for teachers.

We should use the sociolinguistic view and contrastive methods not only in lessons, where we teach the connection of language and society, the linguistic diversity, dialects and their values, but also in all the lessons, every day. Pupils can acquire the knowledge of which linguistic variant characterised by which linguistic elements, this knowledge can be the organic part of their communicative competence [14: 38 p.] if we, teachers help them consistently in this process.

Thus school should transmit that linguistically every linguistic variant is equal, their usage in definite situations is proper, but their social judgement and role is different. In order to do that, school mother-tongue education and teachers should break up with the one-normed, subtractive approach, they should be aware of the values and characteristics of the Transcarpathian Hungarian language use and they have to help pupils to define the sphere of applicability of these variants, but the decision should be the responsibility of the speakers' communicative competence.

The final aim of the mother-tongue education should be that the skill of automatic (written and spoken) use of language according to the situation became the part of the pupils' communicative competence.

To sum up it is not accidental that students of the THC are taught to the proper use of the different variants of their mother tongue. Students are made aware of that every linguistic variant has its own role and place, and to teach this is the task of the school, while destroying different variants or make pupils to forget them is not the correct way of teaching. In addition we teach modern (up-to-date) linguistic and methodological knowledge for future teachers.

The teacher – based on linguistic, language pedagogical principles and linguistic human rights – has to apply the guidelines of the new curriculum in order to teach the standard version besides the already existing linguistic knowledge. In addition it is also the task of the educator to stand side by side the variants and make pupils aware of their different way of use.

The new curriculum published in 2005 is the first step in the codification of using the additive approach in mother-tongue education.

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*In 2005, a new Hungarian (native) language curriculum for the schools with Hungarian language in Ukraine was approved. The new curriculum includes new approaches to the native language study, introducing new topics, content modules, such as language contact, language rights, regional peculiarities of the Hungarian language versions in Transcarpathian region, and more. In this article usage of a new curriculum theoretical and practical innovations of sociolinguistics is determined.*

**Key words:** native language education, Hungarian language education, Transcarpathian region, native language study, additive approach.

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